



**The Chalfonts Community College**

*Success is an Attitude!*

**Special Educational Needs and  
Disability (SEND) Annual Information  
Report**

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**September 2025**

The Chalfonts Community College (The College) is a larger than average sized secondary school. The proportion of students with special educational needs and/or disabilities (SEND) is broadly in line with that found nationally.

Our aim is to enable all students to participate fully in the life and work of The College to the best of their abilities, whatever their need. We provide an inclusive mainstream learning environment and all students are expected to follow the behaviour for learning policy and respect the learning of other students. Quality teaching is vital for all students to achieve, however for some students it is recognised that on occasions additional support may be needed for them to achieve their full potential.

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## What sort of SEND students does the school provide for?

The kinds of SEND that are provided for The kinds of SEND that are provided for The type of SEND provision that The Chalfonts Community College caters for broadly includes the four main areas of need as set out in the Special Educational Needs and Disability code of practice June 2014.

- Communication and interaction (for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)
- Cognition and learning (for example, dyslexia, dyspraxia)
- Social, emotional and mental health difficulties (for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, medical needs)

Low attainment does not necessarily mean that a child has SEND and a variety of factors are considered before placing a student on the SEND register.

## What is the SEND register?

Students can be placed on our SEND register as K (requiring SEND support) or E (EHCP). They can also be noted as M (students who are being monitored).

- All students on the register at K or E will have an Individual Education Plan (IEP).
- Students on M will usually have a basic IEP, depending on the reasons they are being monitored.
- IEPs will be reviewed three times a year by the LS department, in co-production with students and parents/families

Parents/carers will be notified if their child is moved on or off the register. This is a decision taken by the school, and parental consent is not required.

If a student has a medical need, either in addition to SEND or as a specific medical need, a health care plan will be compiled with support from the Medical Administrator, in consultation with parents and other appropriate staff.

## Which staff will support my child, and what training have they had?

<p>SENDCo Mr Maclean</p> <p><a href="mailto:amaclean@chalfonts.org">amaclean@chalfonts.org</a></p>	<p>My deep commitment as SENDCo is to champion a truly inclusive, ambitious education for all pupils, fully aligned with the SEND Code of Practice (2015). Drawing upon 17 years of teaching to date, 9 years of pastoral leadership and achievement of the Masters Level NASENCO qualification, I possess a comprehensive understanding of both learning and well-being barriers. I aim to drive a collaborative, high-expectations culture, working effectively with staff, parents, and external agencies to ensure early identification, bespoke provision, and the best possible academic and personal outcomes for every student with SEND.</p>
<p>Deputy SENDCo Mrs Adrian</p> <p><a href="mailto:jadrian@chalfonts.org">jadrian@chalfonts.org</a></p>	<p>With 16 years of SEND experience, I co-lead the strategic direction and operational management of the SEND department, focusing on maximising inclusive learner progress. I am a qualified Maths teacher, and am currently pursuing the National Professional Qualification in SEND. I effectively deploy the Learning Assistant team, ensuring targeted support is aligned with individual needs, identified through the assess, plan, do, review cycle. I maintain hands-on classroom experience by teaching KS4 Maths, covering both GCSE and Functional Skills pathways. I oversee the implementation and tracking of specific interventions, and uphold statutory compliance by efficiently managing the EHCP annual review process. My role also requires extensive collaboration and liaison with external agencies and fostering strong, productive relationships with parents and carers to secure holistic support.</p>
<p>Subject teachers</p>	<p>All of our subject teachers received in-house SEND training and are supported by the SENDCo to meet the needs of students who have SEND.</p>
<p>LSAs</p>	<p>We have a team of LSAs who are trained to support students in class. Some of our LSAs are also trained to deliver interventions such as Drawing and Talking, ELSA and literacy/numeracy support.</p>

## What should I do if I think my child has SEND?

If parents have a concern about a specific subject, they should contact the subject teacher or Head of Department in the first instance.

If the concern is pastoral, then the student's Group Tutor or Year Leader should be contacted.

Specific concerns which relate to the students SEND should be raised with the SENDCO or SEND Year Group coordinator.

Contacts are available for our SENDCo and Deputy SENDCo above, and on the school website:

<https://www.chalfonts.org/contact>

## How will the school know if my child needs SEND support?

### Identifying pupils with SEND and assessing their needs at transition into the school

As part of the transition process from year 6 to year 7, we will:

- Contact primary SENDCos and class teachers to collect information about all students, including those with SEND
- Ask parents and families to tell us about their child's SEND
- Visit the primary schools to learn about all students, including those with SEND
- Offer additional transition visits to school for some children with SEND, as recommended by their primary school SENDCo. If students apply to join the school at any other point, including joining the 6th form, we will:
- Contact their last school to collect information about all students, including those with SEND
- Ask parents and families to tell us about their child's SEND

### Identifying pupils with SEND and assessing their needs while they are in school

All students are monitored in a range of ways which may identify additional learning needs at any point in their secondary education. This includes:

- Regular assessments and data reviews in all subjects
- Undertake universal screening in year 7 (CATs and LUCID) and year 9 (LUCID Exact) to fully understand student's needs
- Undertake additional screening for individuals based on concerns being raised by teachers, pastoral staff or parents
- Reviews of behaviour and attendance data
- Liaison with other agencies working to support students and their families

Any staff can raise a SEND concern with the Learning Support department. This is done via CPOMS and alerts the SENDCo and SEND team to take action to investigate further.

## How will I be involved in decisions about my child's education and support?

The College reporting system which is used to report to parents is used to track overall progress of students alongside more detailed assessments of individual students as necessary or appropriate.

Learning Support staff monitor data of SEND students to identify those who are not making expected progress or who may require further assessments or interventions.

For those students with an Education Health Care Plan (EHC Plan) Annual Reviews are held in line with the Local Authority Policy on carrying out Annual Reviews and reporting to parents. Each student with an EHC Plan has an allocated keyworker who is a Learning Support Assistant and an

EHCP manager who oversees the provision and whom parents/carers can contact if they have any concerns.

A member of the Learning Support Department will be available at Parents' Evenings. If a parent/carer would like an appointment at any other time then they can contact the SENDCO or appropriate member of the Learning Support Department and as far as possible a mutually convenient appointment time will be made.

A student's Individual Education Profile (IEP) will be shared with parents as part of the review process.

## What support might my child have access to?

### Quality First Teaching and Universal provision

As a proudly inclusive school, we understand the importance of high quality teaching in every classroom to ensure that all students make progress, including those with SEND. Adaptations to our approach are made on a needs-led basis, and documented in students' IEPs.

### Targeted and specialist support

Students with SEND may have access to a wide range of targeted support in the College, including (but not limited to):

- Small group literacy and numeracy
- Individual or small group pastoral and SEMH support
- Support from school counsellors or the mental health support team
- Access to a Learning Support Assistant in some lessons
- Access to the Specialist Teaching Service
- In exceptional circumstances, if required by an EHCP, the use of Alternative Provision

The extent of support provided will be determined by the LS team and SENDCO.

### Exam access arrangements (EAA)

Exam Access Arrangements (EAA) are reasonable adjustments made for candidates with specific learning difficulties, disabilities, medical conditions, or temporary injuries. Their purpose is not to give an advantage, but to ensure that a candidate experiences equity and can fairly access assessments, allowing them to demonstrate their true knowledge and skills. Arrangements can include 25% extra time, a reader, a scribe, or the use of a word processor.

As an examination centre, we are bound by the strict regulations set by the Joint Council for Qualifications (JCQ). All arrangements must be formally approved by the awarding bodies before they can be used in an examination.

### **The physical building**

All but one or two small areas of the College are fully accessible by wheelchair users. The College's main building areas are DDA compliant. It is expected that no student is ever denied access to any College activity, trip or visit as a result of their SEND. (All trip organisers have to carry out a risk assessment prior to leading the trip).

The Learning Support Department provides a busy but managed area at break and lunchtime for students who may feel socially vulnerable or need support from staff in the Learning Support base at these times.

Sixth form students with physical disabilities have access to allocated disabled parking facilities.

### **Education, health and care plans (EHCPs)**

An EHCP is a legal document which means that a child needs a certain level of support, and the LA provides some additional funding to support the child in school.

If you think your child may need an EHCP, please get in touch with the Learning Support department.

## **The Chalfonts Community College EBSNA ARP**

The Chalfonts Community College is proud to have an Additionally Resourced Provision for Students with Emotionally Based School Non-Attendance.

We have 8 spaces for children with EHCPs, who have previously not been able to attend school, and who have serious and complex Social, Emotional and Mental Health needs. This provision is for students for whom dysregulation can lead to significant internal distress, and who require a small, quiet and nurturing setting in order to access education. This provision is not designed to support students who, when dysregulated, display that distress outwardly, as this would negatively impact the attendance and progress of the other students in this cohort.

### **How can I get my child a place in the ARP?**

If your child has experienced EBSNA, they have an EHCP, and you feel they fit the description above, please contact your local authority EHCCo (Education Health and Care Coordinator).

We will only arrange visits to the ARP for families when we have already received a consultation from the LA, and when we have already reviewed the EHCP and consider that they may be suitable for placement with us.

## **Funding and resources**

The school receives its SEND funding directly from the government, known as *delegated funding*. Within this, the school is allocated a "notional" SEND budget to support pupils with identified needs.

It's important to note that this money isn't divided up equally between all pupils with SEND. While people often refer to "£6,000 per child", this isn't a fixed amount allocated to each student. Instead, schools are expected to cover up to the first £6,000 of SEND support for any pupil before seeking an Education, Health and Care Plan (EHCP). This figure is not ringfenced per pupil - it comes from the school's overall SEN budget. How the first £6,000 is used sits with the Headteacher's strategic decision-making. It is not designed to fund bespoke, individual packages of support.

When a child's needs exceed what can reasonably be met from this level of provision, the school will request an EHCP in order to secure additional top-up funding.

## **The Buckinghamshire Local Offer**

Information for the Local Offer for Buckinghamshire County Council is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)

### **Bucks SEND IAS**

Buckinghamshire Special Educational Needs and Disabilities Information, Advice and Support Service are an impartial team of advisers with expertise in supporting parents, children and young people on issues related to SEND. Independent Supporters can be available to support you with the Education Health and Care Plan (EHCP) and the EHCP needs assessment. Contact them on 01296 383754 or [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk).